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FISCAL IMPACT STATEMENT

LS 6902

BILL NUMBER: HB 1176

NOTE PREPARED: Jan 3, 2012

BILL AMENDED:

SUBJECT: Retention for reading deficiency.

FIRST AUTHOR: Rep. Goodin

FIRST SPONSOR:

BILL STATUS: As Introduced

FUNDS AFFECTED: **GENERAL**
 DEDICATED
 FEDERAL

IMPACT: Local

Summary of Legislation: This bill provides that: (1) before a student may be retained in grade 3 for not reading at grade level, the retention must be approved by the student's parent, teacher, and principal; and (2) a below grade level score on a reading assessment may not be the sole reason for retaining a student in grade 3.

Effective Date: July 1, 2012.

Explanation of State Expenditures:

Explanation of State Revenues:

Explanation of Local Expenditures: This bill amends the statute that directs the Superintendent of Public Instruction to develop a plan to improve reading skills of students and implement appropriate remediation techniques. This bill requires that the plan adopted must require approval by the student's parent, teacher, and principal before a student is retained. If this plan is implemented as amended, it might decrease the number of students retained in 3rd grade if all three parties need to approve the retention. The impact is unknown. The student would attend school one year less than if they were retained but however they may need more remedial services in place of retention.

The bill also provides that a student in grade 3 who receives a below grade level score on a reading assessment may not be retained in 3rd grade solely for that reason. This provision conflicts with administrative rule 511 IAC 6.2-3.1- 3 that requires retention beginning with the 2012-13 school year if the student does not pass the IREAD-3 assessment.

Background: There are approximately 79,000 3rd grade students. Currently a student must pass the IREAD-3 assessment in order to be promoted to the next grade.

Administrative rule 511 IAC 6.2-3.1.5 requires a retained student to receive the following interventions:

1. Scientifically-based reading strategies that meet the student's needs.
2. Instruction by an effective teacher.
3. At least 90 minutes of reading instruction daily.
4. At least 1 of the following instructional options:
 - a. Tutoring before or after school.
 - b. Parent workshops and a parent-guided home reading program.
 - c. A mentor or tutor with specialized reading training.
 - d. Extended-day programs.
 - e. Supplemental instructional services.

Explanation of Local Revenues:

State Agencies Affected:

Local Agencies Affected: Schools.

Information Sources: Department of Education websites, <http://www.doe.in.gov/data/reports.html> , http://www.doe.in.gov/assessment/iread_resources.html .

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